



# BEHAVIOUR POLICY FOR FOUNDATION STAGE

Policy reviewed October 2019

Next review October 2020



“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability- whatever our role or context”

We are proud of our Foundation Status as a Co-operative Trust School, seeking to demonstrate to the whole school community the benefits of subscribing to the values of the Co-operative Movement. In doing this we strive to give our pupils the opportunity to become fully active, caring, democratic and successful citizens of an inclusive, multicultural society.

As an integral part of our co-operative values our School is committed to the implementation of the United Nations Convention on the Rights of the Child, striving to be a Rights Respecting School in all that we do. A key priority of the whole school is the maintenance of our UNICEF RRSA Gold Standard, of which we are justifiably proud.

We believe that all members of the school community have rights and responsibilities, which each individual should respect and promote. Everyone at School is important and is to be valued. We expect each individual to respect other people, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children. As an inclusive school, we acknowledge significant factors in pupils' lives and specific temporary or permanent needs that impact on their behaviour. This policy, takes into account the SEND Policy and its implementation. We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development.

We recognise that there may be different expectations for children's behaviour at home and at school and therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and the ways we can work together.

#### **Aims:**

It is our expectation that everyone within the Foundation Stage feels valued and respected and that each person is treated fairly and well. We therefore aim to provide an environment in which acceptable behaviour is encouraged, unacceptable behaviour is dealt with appropriately and children learn to respect themselves, other people and their environment.

#### **This will be achieved by:**

- Consistently using appropriate methods of behaviour management; including reward, praise and distraction. This will provide the children with the security of knowing what to expect and can build positive behaviour patterns.
- Giving children 3 opportunities to show appropriate behavior before any sanction is given. By doing this we are giving the children the opportunity to make a good choice and take responsibility for their actions.
- Giving 5 minutes 'thinking/calm down' time with an egg timer, should the inappropriate behaviour continue. Following this 'time-out' children are explained to why their behavior was not appropriate and alternative more appropriate behaviours are discussed for future incidents. Depending on the maturity of the student, we may use the whole school SUMO approach.

Depending on the severity and frequency of incidents, staff members will use their professional discretion to determine whether the whole school behaviour policy (with accompanying sanctions) needs to be followed instead.

During the Summer Term of Reception, a Class Behaviour ladder will be introduced to prepare the children for the transition into Year 1.

All adults caring for children in the Foundation Stage will be positive role models.

#### **The needs of the pupils will be met by providing clear, consistent and developmentally appropriate expectations of behaviour:**

- Respect: to encourage all children to have respect for themselves, for other people (their feelings, beliefs and values) and for the EYFS environment including equipment and property.
- Understanding and compassion: to help children to understand other people's views and experiences and to be caring and tolerant towards others
- Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.

- Fairness and equality: to give children an understanding of how to be fair to all; how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- Kindness: to promote acts of kindness to each other and to assist children in ways of being gentle towards each other.
- Support and the use of positive reinforcement: to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

**This will be supported by developing strong home-school links:**

- School will communicate to Parents/carers any instances where behaviour has given cause for concern, what strategies were used and if behavior was concerning enough to be recorded on CPOMs.
- Parents may request a meeting at anytime to discuss any concerns relating to their child, likewise school may request a meeting with parents.
- A home school link book will be set up for any child where behaviour is deemed to be a concern.
- If underlying issues are identified, professional agencies may be contacted following consultation with parents and the SENDCo.

Reviewed October 2019

Next Review October 2021